## Budget

### Delphos City (043885) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (197)

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** | 0.00

**Remaining** | -511,534.77
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Let's BRAG (Bring Robust Achievement Gains) about our Schools!

2. Executive summary: Please limit your responses to no more than three sentences.
Our project will increase student achievement for all learners by creating customizable core, elective and Career Tech Ed courses, driven by skill and concept mastery assessment & remediation tools. This project reduces administrative costs and provides a greater share of resources in the classroom by improving our school's wireless infrastructure and providing a 1:1 junior and high school ratio of touch Chromebooks and Nexus 10” Tablets with optional keyboards for students with Multiple Disabilities in grades 6-12. This will personalize instruction based on students’ needs and encourage interest-driven, self-directed learning. Collaborating with Ohio State University's CERCS for Enterprise Transformation and Innovation, we will inspire innovation by creating an APP for our School Business Partnership where we can connect with community experts and business leaders in job shadowing, internships, service opportunities, and speaking arrangements that are publicized through social media.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

620 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Melissa McClurg
Organizational name of lead applicant
Delphos City Schools
Address of lead applicant
901 Wildcat Lane, Delphos, OH 45833
Phone Number of lead applicant
567-712-0819
Email Address of lead applicant
mmcclurg@delphoscityschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Analysis of our OAA value added data, ACT, and post graduate surveys show that our students are not closing the gaps and meeting growth targets to compete in a global economy. Delphos Middle School received a 50% or F in Gap Closing and overall Value Added progress on 12-13 report card. Currently DCS schools do not have the powerful assessment tools to help students, teachers, and parents to identify strengths and opportunities to focus instruction on individualized areas of greatest needs critical to achieve proficiency on PARCC assessments being implemented during the 14-15 school year. Our innovative teachers have worked hard to earn a District A on the 12-13 District Report Card and by earning Excellent with Distinction District ratings in previous years, however with funds leaving our district for scholarship programs and open enrollment coupled with failed levies, our technology has fallen behind all surrounding school districts. We are in the bottom 20 districts or 3% of the state for costs per pupil. We have lost 24% of our high school and 7% of our middle school teachers in the last 5 years, directly impacting our students by being able to provide less course offerings. We need to provide students with customized learning opportunities in core academic, career technical education, credit recovery, and RTI they can access anytime and anywhere. The future of learning is increasingly interactive, driven by the latest technology, and rich with real life experiences. We currently do not have the technology to harness collaborative mobile learning allowing our students to work on school work outside of the school day. Our teachers need the training to thrive in connected classrooms. Our schools need to embrace the opportunities and experiences gained for our students through School Business Partnerships. We need the technology that allows schools and businesses to connect efficiently for mutually beneficial activities and services.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Our Innovative Solution: Our project will transform our school and Bring Robust Achievement Gains by meeting the strategic objectives of integrating technology, engaging all students, balancing assessments, and creating dynamic learning opportunities to increase student achievement and create a school experience that connects with our community. 1. Improve school wireless infrastructure (wiring, switches, data drops, increased bandwidth). 2. Provide professional development and learning summits to share best practice instructional approaches, talent and resources across education and business sectors. With over 10 million students accessing Google APPS every day, our teachers will become Google Certified Educators, and we will create an APP library for our students’ needs using Google Education Private Channel. 3. Purchase touch Chrome books for students in grades 6-12 and Google Nexus 10" tablets with optional keyboards for our students with disabilities to facilitate access to information and multimedia learning content, communication, and collaboration anytime, anywhere. 4. Provide Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) computerized adaptive assessments to identify competency levels and create targeted instruction to close achievement gaps. 5. We will expand our current Odysseyware services for a continuum of customized and blended learning opportunities, credit recovery, and RTI with special education features aligned to Common Core State Standards, and provide Career Technical Education opportunities currently unavailable to meet all of our students’ differentiated needs. 6. We will capitalize on the rapid pace of technology and create a culture of innovation by collaborating with Ohio State University’s CERCS for Enterprise Transformation and Innovation to design a School Business partnership website and APP available on Google Play and itunes that can be shared with schools across the nation. Our students will connect with OSU during several APP development stages and serve as focus groups in testing phase. Our APP will allow one touch access to contact information, provide fast seamless appointment scheduling for job shadowing, speaking arrangements, and service projects, as well as build visibility for School Business Partnership Programs. Our School Business Partnership Program and Summit will also provide a platform to connect our students and teachers to local community and business experts to identify the skills and competencies desired in the work force. 7. We will reduce spending in the 5 year forecast and beyond by implementing low cost, low maintenance 1:1 student devices. The use of portable devices in all classrooms will allow us to eliminate computer lab supervision, allowing our Special Education Administrative responsibilities to be taken over within our district instead of purchasing from Allen County ESC. Additional savings include an estimated 33% reduction in paper, toner, and supply expense.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Our Let's BRAG (Bring Robust Achievement Gains!) About our Schools! project will increase student achievement for all our students in grades 6-12, specifically in Math and Reading for grades 6-12. Because the Partnership for Assessment of Readiness for College and Careers (PARCC) test is both new and assesses rigorous standards, it is more critical than ever to close the Achievement Gaps on our
10. Which of the following best describes the proposed project? - (Select one)
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.
* Enter a project budget in CCIP (by clicking the link below)
* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
* Upload the Financial Impact Table (by clicking the link below)
* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must submit the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

511,534.77 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for our project, "Let's BRAG About our Schools!" is $511,534.77. Please see "BRAG Grant Financial Documentation". To provide a greater share of resources in the classroom, we need to improve our Middle and High School's wireless infrastructure. The total for this portion is $47,879.64. This includes $8,400 for 4 AHP 48 Port 1 Gb POE + Switch, $21,250 for 25 Aerohive AP 350 data drops, $6330.95 for installation of data drops, and $118,986.69 for 3 HP Switches and Tranceiver for increased Bandwidth. Our project includes $259,548 for technology and support directly used in the classroom. This includes $18,600 for 620 Acer 720P-2666 Chromebooks Touch, $12,400 for 620 Hard Shell Cases for Chromebooks, $9,300 for 620 ultra-portable carrying sleeves for Chromebooks, $8,060 for Chrome OS White Glove Configuration Service, $18,600 for Google Chrome Mgt Licenses, $5,998 for 12 Google Nexus 10 tablets for students with Multiple Disabilities, $600 for Google Nexus cases, optional keyboards and stylus package for students with Multiple Disabilities, and $18,600 for 2 year maintenance plans. We are partnering with Ohio State University's CERCS for Enterprise Transformation and Innovation to design a School Business Partnership APP. See "OSU App Development Spreadsheet Cost" $139,589. To connect our public and business sectors and promote our School Business Partnership Program and APP we will hold a School Business Submit. Promotional materials, setup, supplies, and catering are budgeted at $2,500. To avoid potential barriers to success, student labor costs are included in our budget to assist our Technology Coordinator with implementation of improved wireless infrastructure and setup of Chromebooks. Our project includes 105 student hours for a total of $956.13 including fringes. Our project includes $9,900 to create a Grant Advisory Board of 6 members working 10 days during the 1st year implementation working on surveys, monthly progress meetings, reporting to stakeholders. $1584 is budgeted for fringes on this amount. Professional development in the form of Odysseyware and NWEA MAP assessment training (1 day each) and earning Google Educator Certificates (2 days for 5 modules & exams) for our staff of 50 teachers at $30,800 with fringes of $4,928. Our project includes $3,600 for 6 members of Grant Advisory Board and/or Implementation team to attend 2015 Ohio Educational Technology Conference to present our project and APP progress in conjunction with OSU. This amount includes conference fees, hotel accommodations, mileage and meal expense. Purchased professional development to train our teachers on site includes $2,500 for Odysseyware, $4,500 for NWEA MAP, and $3,750 for 50 teachers to take 5 Google Educator Exams at $15 each.
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

**Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.**

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

44,976.50 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

Yes. Please see "BRAG Grant Financial Documentation" and/or "Financial Impact Table" for supporting detail. $10,000 for reduction in grades 6-12 technology upgrades from the 5 year forecast. Because our students will receiving new technology in grades 6-12 we can eliminate this expenditure in the 5 year forecast for Middle School and High School technology upgrades. We currently did not have infrastructure cost savings in our 5 year forecast to allow any savings in this area. $50,753 is a reduction in County Special Education purchases - our current Special Ed Officer (SEO) monitors the high school computer lab. We have been purchasing Special Education Administrator services with the Allen County ESC. We reviewed the last 5 years contract expense with the Allen County ESC and it was calculated that there was a net 0% increase in the last 5 years, so we used the current cost to forecast each of the 5 years savings in our grant project. With students having portable technology available in every classroom, the responsibilities of monitoring the computer lab are not necessary and our current SEO is qualified to fulfill these responsibilities, saving the district $50,753. By implementing blended and online learning opportunities and incorporating Google Docs for students and teachers to share and collaborate, we expect our current printer/copier and paper expenses to be reduced at the Middle and High School by 33%. Both buildings are on a click contract based on the number of prints or copies. Our annual expected savings are $8181 copier/printer click reduction and paper of $3,058. The following decreased rates of expenditures per pupil and equivalent pupil can be found in our "Supplemental Financial Reporting Metrics". For FY20, our Grant Advisory Board expenses are eliminated allowing a $50,719 annual savings beyond the grant project. Our supplemental data shows that despite our small school and already low spending per pupil 26% lower than the state average based on the 12-13 report card, our project will reduce total expenditures per pupil by .5% while increasing instructional classroom per pupil by .18%. Total Expenditures per pupil: FY13 $8594 FY20 $8547 resulting in .5% reduction Total Expenditures per equivalent pupil FY13 $7394 FY20 $7354 resulting in .5% reduction Operating Classroom (Instructional) Expenditures per pupil: FY13 $5085 FY20 $5094 or .17% increase Operating Classroom (Instructional) Total Expenditures per equivalent pupil: FY13 $4375 FY20 $4383 or .18% increase.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range September 2013 - April 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

09/13-10/13 Increased Student Achievement and Utilization of a Greater Share of Resources in the Classroom were identified as targeted goals for the first round of the Straight A Grant. Grant proposal was communicated to local stakeholders at school board meeting and published in newspaper. 01/14-02/14 first round grant proposal was reviewed. Discussions took place at OETC 2014 with grant award winners from first round to discuss innovative ideas and successful grant projects. Further data was collected at OETC from speakers and sessions on best practice instructional approach and schools with documented achievement gains. Multiple vendors were researched for assessment and RTI solutions. Odysseyware is currently being successfully used within the Delphos Digital Academy. Webinars were conducted to explore all of Odysseyware's solutions. We consulted with a school district in Arizona who reported achievement gains in blended learning using Odysseyware. 03/14 Meetings were held with school Administrative Team to discuss the best device to implement a 1:1 initiative. Extensive research was done to ensure the best fit for all stakeholders. Meetings were held throughout this month between administrators, tech coordinators, teachers, and treasurers for guidance and input on our grant proposal. Assessments were researched. NWEA MAP was quickly identified as an industry leader. Our school psychologist made contacts with other schools using this assessment tool and shared their responses. Contacts were made with Ohio State University Columbus Dept. of Computer Science and Engineering. The APP idea was discussed and shared through Google Docs. Business leaders, Chamber of Commerce and Economic Development Group were contacted for support and input on the project. Discussions continued through email, phone calls and collaboratively through Google
**18. Implementation - Process to achieve project goals**

- **Date Range:** August 2014 to July 2015

- **List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

  See "BRAG Grant Work Flow". Share grant award notification with stakeholders via school town hall meeting, news, & social media. Create Grant Advisory Board (GAB) to meet once per month to discuss progress towards objectives and goals of the project. Meeting held with OSU to create action steps and timeline of APP development and testing. Android phase completed first with goal of 1st sem, followed by Apple 2nd sem 14-15 school year. School Business Partnership Program (SBPP) implemented at start of school year, businesses complete memorandum of understandings (MOU’s). School Business Summit date selected for summer 2015. SBPP website created to publicize activities across sectors while APP is in development stage. Students will skype with OSU App team, sharing in project videos posted on school website. District 1:1 responsible use policy to stakeholders and implemented for 14-15 school year. Technology purchased and deployed with student training during 1st qtr 14-15 school year. MAP, Odysseyware and Google Educator Certificate PD completed during 1st qtr 14-15 school year. All students given Gmail accounts and Google APPs training during 1st sem 14-15 school year. First assessment given to students during 1st qtr to assess each students' individual level of instruction. Meetings to discuss results and RTI strategies for students not proficient, shared with parents during parent teacher conferences. Action plans created through online, blended learning opportunities to close gaps. GAB creates grant website with links for all surveys, reports and sharable grant files by end of 1st sem. Meetings with students and parents on additional electives and CTE opportunities now available within district using Odysseyware with teachers available as facilitators for 2nd sem 14-15 school year. Students complete end of year assessment 05/15. GAB reports on progress towards goals & objectives at town hall meeting makes recommendations for 2nd year by 07/15.

- **Anticipated barriers to successful completion of the implementation phase.**

Potential Barriers to success and proactive measures to minimize: Funding timeline and technology deployment may delay project implementation for start of school year. To mitigate, student workers are budgeted in the project to allow for a potential short set up time. Another potential problem could be lack of involvement by staff members. To mitigate teachers were asked to be involved in the grant application process and will be asked to be on the grant advisory board. There is a potential barrier of lack of business involvement in our school business partnership. To mitigate our Chamber of Commerce and County Economic Development group were asked to lend support to our grant application and encourage our program through their websites and advertising. See Letters of Support uploaded with this application. Weather delays or unforeseen circumstance could potentially cause a barrier to success, therefore we have chosen to have monthly grant advisory boards to make sure our project is staying on track with due dates and monitoring progress towards the goals and objectives. There could be damage, loss or theft to our purchased technology, therefore we have created a responsible use policy and our project includes a 2 year maintenance agreement. With so many students receiving free and reduced lunches, we may have a barrier in students able to pay the yearly rental/maintenance fee for use of the device. We therefore included a clause of no rental/maintenance fee if the device is only used during school hours and not taken off school property.

**19. Summative Evaluation - Plans to analyze the results of the project**

- **Date Range:** July 2017

- **List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).**

  See "BRAG Grant Work Flow". Our summative evaluation will occur at the end of the 3rd year, July, 2017. This will allow us to see the full impact of our grant on cost reduction, student achievement, and resource utilization in the classroom. At that point we will have 2 cycles of reporting towards benchmarks and milestones from our Grant Advisory Board (end of years 15 & 16) including recommendations and or suggestions from our GAB, Implementation Team and Stakeholders. Our School Business Partnership will be fully implemented with our SBPP APP available to be downloaded and used by all business partners at this point as well. Our summative evaluation will include/report on the following quantitative and qualitative data: Project Implementation Milestones: GAB created, Responsible Use Policy, Grant Website, SBPP Website, SBPP APP completion, Infrastructure Completion, Chromebook Deployment and student training, Google APPs Private Channel & student accounts, Faculty PD in Odysseyware, NWEA MAP, Google Educator Certificates Pregrant & yearly formative project surveys: 1. student/teacher technology aptitude 2. school-business interaction 3. current instructional practices/student engagement 4. Student Post Graduate Surveys Assessment: ACT scores, OAA to PARCC and End of Course Exams, NWEA MAP Yearly data on Achievement, Progress and Gap Closing categories per building on State Report Card Projected savings compared to actual expenses during the grant year Quantitative data on # of students pregrant and annual change for students taking and receiving credit for online classes in additional electives, CTE, credit recovery, and Intervention. Quantitative data on School Business Partnership Program, Summit and APP Attendees, App usage, resources utilized.

- **Anticipated barriers to successful completion of the summative evaluation phase.**

  Anticipated Barriers to success: The PARCC assessments are currently being field tested, and the cut score for proficiency will be set after the first round of testing in spring 2015. We do not have any current NWEA MAP data on our students. We wrote our grant using the assessment data available to us including ACT, OAA and survey information, however we more challenging test content and requiring a higher test score to achieve proficiency for PARCC assessments than our current Ohio exams We need to reach a large population of stakeholders without duplicate respondents to insure validity of data collected in surveys. Web based surveys were chosen to recruit a large number of participants. The data collected in electronic format, will make analysis faster and less expensive. We will utilize sophisticated survey tools with settings for multiple respondents to ensure the validity of the surveys. By sharing and communicating our grant’s progress and results with stakeholders, we are encouraging community and business involvement. Our School Business Partnership APP is designed to give businesses “Badges” in the form of school mascots that can be earned and shared through social media and on websites.
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Our project will transform the instructional and organizational practices in our school by integrating technology at all levels, eliminating time-consuming bottlenecks, to spend more time on learning and teaching. Our students' individualized assessments (NWEA MAP) will allow our teachers to see where our instructional holes are, especially between grade levels to close gaps, improving Value Added scores and aiding in the creation of Student Learning Objectives (SLO's). Implementing a 1:1 student to Chromebook policy gives our students the tools and supports to learn at their own pace, anytime, anywhere. Instructional strategies will change as teachers work with Odysseyware, giving students the access to blended personalized learning opportunities, credit recovery, RTI, CTE, and electives currently unavailable in our small school district. Collaboration will occur beyond district boundaries through our School Business Partnership and APP Development with OSU to encourage learning environments stretching beyond the school day such as job shadowing, speaking arrangements, internships, and service opportunities. We will provide transparency to our stakeholders allowing for greater input and shared resources across the education and business sectors. Teachers will use Google APPs in meaningful ways to encourage collaboration, engagement, and proficiency in their classrooms and beyond school day. Google Docs will be especially useful for projects where teachers have a history of revisions and student participation. Teachers can provide simultaneous ongoing feedback shared with students and parents. This will reduce copier, printer and paper expenses. Lesson plans can be created and shared among co-teachers and Intervention teachers. Google translator will be utilized with our increasing ELL student population. Teachers will have the opportunity to participate in online learning communities to share and reflect on stories with their colleagues. This forum is a non threatening venue where teachers are able to notice opportunities for improvement from their peers.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Because our project is a mixed concept, we conducted extensive research on successful existing elements as well as latest trends and research on the future of education and 21st century skills for our new elements in education. For our 1:1 initiative, we looked to Project RED’s national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others, 2010. Our project implements their nine key factors that when implemented, schools outperformed all schools and all other 1:1 schools. Additional Project Red Study Findings we built into our project framework: Online collaboration increases learning productivity and student engagement. Technology-transformed intervention improves learning. Daily use of technology delivers the best return on investment (ROI). Properly implemented technology saves money. We anticipate additional cost savings even beyond those quantified in our project. Our project supports the U.S. Department of Education’s “Five essential components of learning powered by technology: Learning, Assessment, Teaching, Infrastructure, and Productivity” (National Education Technology Plan, November 2010). Our School Business Partnership App specifically supports this plan by “transferring existing and emerging technology innovations from such sectors as consumer, business, and entertainment into education”. We researched students’ view on digital learning in “Ten Things Everyone Should Know about K-12 Students’ Views on Digital Learning” (Speak Up National Research Project Findings, 2012) and identified students’ desires to stay connected across mobile devices. Using Google Docs allows students to connect to their schoolwork across devices (Chromebook, tablet, phone, etc.) Our project was designed to build our foundation based on the 21st century learning support systems and student outcomes from The Partnership for 21st Century Skills, founded in 2002 as a coalition bringing together the business community, education leaders, and policymakers to position 21st century readiness at the center of US K-12 education. Research to ensure a valid, reliable, assessment instrument included A Powerful Pairing: How Partnership for Assessment of Readiness for College and Careers (PARCC) Districts Can Gain Critical Teaching and Learning Data with MAP (November, 2013) and College Readiness Linking Study: A Study of the Alignment of the RIT Scales of NWEA's MAP Assessments with the College Readiness Benchmarks of EXPLORE, PLAN, and ACT(updated January 17, 2012). We also researched schools that had implemented Google Apps for Education. The school with goals and objectives most similar to ours was found in the case study “Edmonton Public Schools Builds Collaborative Learning Community with Google Apps for Education”. We feel it is important to give our stakeholders all of the research that went into creating our plan. Therefore we will include links on our school website and the pdf downloads of research articles in our public Google Docs folder for stakeholders to examine and measure our success against.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Our project will not only bring substantial value and lasting impact to our school, but serve as a model and provide the tools for other schools to do the same. By giving our teachers the tools to assess each of their students' individualized needs in Common Core State Standards we will show quantifiable growth in Achievement and Progress, closing the Gaps on our State Report Card and ACT scores to ensure that every child is on a path to college and career readiness. We will reduce costs, while still increasing classroom instructional cost per pupil for a positive trend in utilization of greater share of resources in the classroom. The National Education Technology Plan 2010 (NETP) calls for "revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to be clear about the outcomes we seek, collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility, continually monitor and measure our performance, and hold ourselves accountable for progress and results every step of the way. Our "Let's BRAG (Bring Robust Achievement Gains) About our Schools! is exactly what is called for by the NETP. It is exactly the kind of project the Straight A Fund describes in project proposals. Education is rapidly moving towards greater interactivity and going mobile, yet our Delphos Jefferson classrooms look like they did over a decade ago. Our project was created based on a great idea that was developed collaboratively with OSU's CERCs for Enterprise Transformation and Innovation. Our APP is a new approach that will connect education and business meet the learning needs of our students with new experiences. Education has a challenge in creating relevant, engaging, personalized learning opportunities for students that live a life outside of school of mobile access to information and resources, sharing with the world through social networks anytime, anywhere and at their own pace. Through our project, Delphos City Schools created each short term objective and long term goal strategically to meet this challenge. We will use frequent assessment and feedback to modify or change the plan to ensure our project's fidelity.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

Please see "BRAG Grant Work Flow" for visual representation. During the implementation phase, many of our short term objectives will be measured as successful based on 100% completion. These include: Aug 2014 - wireless infrastructure, Chromebook setup, Grant Website, SBPP Website, pregrant surveys, Responsible Use Policy, Odysseyware & NWEA MAP PD, OSU APP firm timeline, Sep 2014. - Chromebook & tablet deployment with student and teacher training, Responsible Use Policy, Math & Reading MAP Assessments, SBPP MOU's. Oct to Dec 2014 - Assessment results shared with parents at parent teacher conferences, all student Gmail accounts created, Odysseyware school customization, APP Android phase completed. Google Educator Certificates earned. Jan to May 2015 - Present at Etech, Spring MAP, Apple iOS APP phase completed Annual quantitative data on teachers receiving Google Educator Certificates, # of students in additional elective CTE, Intervention and credit recovery courses and earning credit, # of businesses attending SBPP summit, and app usage. Cost reductions will be measured annually compared to actual expenses in the identified expense categories. Short term and long term utilization of resources in classroom will be measured based on annual teacher student surveys, SBPP surveys, and stakeholder surveys. Short term objectives in student achievement will be measured using NWEA MAP and Odysseyware course specific assessment tools. Long term objectives in student achievement will be measured using the State Report card measures in Achievement, Progress and Gap Closing, as well as ACT scores and PARCC next generation assessments.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If progress is not sufficient to meet proficient levels in student achievement, students personalized learning opportunities will be adjusted for additional customized support in Odysseyware targeting weaknesses to close gaps. If cost reductions are not sufficient enough to meet project objectives the GAB will work with District Administrative team to encourage less printer, supply expense and greater utilization of online collaboration tools. Professional Development days already built into the school calendar will be used to address these concerns with staff. If surveys reveal that teachers are not integrating technology in their classrooms or there are not changes in instructional practice, PD days already built into school calendar will focus on these areas where the most successful teachers share strategies with those needing improvement. Teachers will also be encouraged to utilize professional learning communities specific to our project in Odysseyware and Google Docs. If students are not taking advantage of additional electives, CTE, or Intervention courses, Guidance Counselors will hold meetings with parents to encourage student participation. Meetings will be held with OSU APP development team to ensure APP is completed by target date. If School Business Partnership Program does not reach participation goals, meetings will be held with area Chamber of Commerce to encourage support and teachers will be encouraged to attend Chamber activities such as "Business after Hours" and "Battle of the Businesses".

25. * Describe the lessons learned from the project that can and will be shared with other education providers in Ohio.

* Our Grant Advisory Board, composed internal and external professionals in our community, in conjunction with our project implementation team will have the ultimate responsibility in conducting ongoing formative assessments and the summative evaluation by July 2017 to ensure the fidelity of "Let's BRAG About our Schools!". Please see "BRAG Work Flow" including project time lines. Melissa McClurg, Lead Grant Writer, Special Education Officer, 901 Wildcat Lane, Delphos, OH 45833 419-695-1786 will serve as the contact in coordinating the evaluation. Throughout our grant project, our GAB will document our progress and reasons for successful or unsuccessful performance. Our GAB will create the summative evaluation report with quantitative assessment data from external sources (NWEA MAP, ACT, OAA, PARCC & End of Course Exams) and formative assessments through surveys. Our summative evaluation will be completed by July, 2017. We will analyze building level achievement, progress and gap from our interactive state report card as well as student and teacher value added data. We will continue summative evaluations in years 4 and 5 with additional data and/or changes recommendations from each year. Transparency to our stakeholders is a major theme of our grant project so all GAB meetings, activities, and reports will be published on our school website, and public Google Docs folder available to all education providers in Ohio and beyond.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

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24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.
The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Our project will increase student achievement for all our students in grades 6-12, specifically in Math and Reading for grades 6-12. We have identified the following specific targets in student achievement: Short Term Objectives: Use MAP cut scores in grades 6-12 to accurately predict whether or not students will meet PARCC and Reading and Math ACT benchmarks, with 75-90% accuracy. Long Term Objectives: Students in grades 6-8 Value Added Progress scores from state report card will increase from F (12-13) to B by summative evaluation (July, 2017), and ultimately to an A by end of grant period and maintained in future years. This will demonstrate each student receives at least 1+ year's worth of growth in Math and Reading per year. Close ACT gap (based on 2013 - 5 year trend data). Delphos students meeting college readiness benchmarks compared to state average: Math -29% and Reading -39%. We will close these gaps by summative evaluation (07/17) and anticipate our students scoring above the state average by end of grant period and in future years. We will increase student achievement by better preparing our students in Technology, currently at 61% based on 2012 class Post Graduate Survey's. Survey goal of 85% by Summative Evaluation (07/17), maintained or improved by end of grant period. Our project also recognizes student achievement beyond standardized test scores. These areas will be measured in annual quantitative data on students in grades 6-12 earning credits in elective CTE, credit recovery, and Intervention courses currently unavailable in our school district. All students achieve an accurate typing speed of 20 wpm (6th) 25 wpm (7th) 30 wpm (8th) 50 wpm (9-12) measured annually after implementation year.

* Spending Reduction in the five-year fiscal forecast

Our project will reduce spending in the five-year fiscal forecast as measured annually in actual expenses compared to the 5 year forecast. Total net savings of $44,977 per year, for a total savings over the 5 year grant period of $224,855. Purchased Services will be reduced by a net of $31,919.3.04. Supplies and Materials are reduced by $3,058 for 33% savings in paper at Middle and High School. Capital Outlay will be reduced by $10,000 for reduction in grades 6-12 technology upgrades from the 5 year forecast. We anticipate a total savings of $134,931 at our summative evaluation in July 2017. We anticipate additional savings due to the implementation of our project that are not easily tracked or benchmarked. These include productivity because of a lower cost/less maintenance initiative and savings resulting from cloud based storage. By creating our School Business Partnership APP we will provide a platform to connect with local businesses to share resources resulting in savings to our district.

* Utilization of a greater share of resources in the classroom

Short term objectives in utilizing a greater share of resources in the classroom during implementation phase include 100% completion of the following activities by the due dates on our timeline: Aug 2014 - wireless infrastructure, Chromebook setup, Odysseyware & NWEA MAP PD, Sep 2014 - Chromebook & tablet deployment with student and teacher training, Responsible Use Policy, Math & Reading MAP Assessments. Oct to Dec 2014 - all student Gmail accounts created, Odysseyware school customization, students collaborating with OSU on APP development and testing, Teacher Google Educator Certificates earned. Jan to May 2015 - Spring MAP. Prerogative implementation surveys will create baseline data and annual surveys to students, teachers, parents, and stakeholders will continue to measure how resources are being utilized in the classroom. The long term goal is 100% of teachers in grades 6-12 using Google Docs in their classrooms. Short term objectives of the School Business Partnership are that 85% of invited teachers in grades 6-12 and businesses attend School Business Summit. Long term objective as measured through surveys is that 85% of students in grades 6-12 have received a resource, benefited from a classroom speaker, or performed an act of service for/from a local business by the summative evaluation July, 2017.

* Implementation of a shared services delivery model

The strategic and well thought out planning process of our "Let's BRAG About our Schools!” will show our commitment to education in our community, possibly attracting students we've lost due to open enrollment and scholarship programs and may help with the passage of future levies. By partnering in our project, OSU's CERCS for Enterprise Transformation and Innovation hopes to collaborate with other school districts with ideas for innovative projects in public education. We hope to build a lasting relationship for future collaborations on innovative ideas in education.

25. Is this project able to be replicated in other districts in Ohio?

☐ Yes
☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes, our project absolutely can be replicated in other districts. A major theme of our project is transparency to stakeholders. All of our project materials (Work Flow, School Business Partnership Program Details, Grant Advisory Board meeting minutes and reports, achievement results, etc.) will be on our school webpages and in a Google Docs public folder. We created our "BRAG Work Flow" to allow our stakeholders to see a visual representation of our project. Other districts can start with this flow chart to see the major processes, goals and objectives when implementing our project in their districts. We will present our project at the Ohio Educational Technology Conference in Columbus February 2015. Our School Business Partnership APP will be available on Google Play and Itunes for anyone to download. Our APP design will allow users to search for shared resources by County and/or school district. By partnering in our project, OSU's CERCS for Enterprise Transformation and Innovation hopes to collaborate with other school districts with ideas for innovative projects in public education. We will record our students' interaction with OSU including serving as focus groups in the testing phase and share on social media and our school
An improved wireless infrastructure and additional technology is crucial to our project. Our 1:1 Chromebook initiative will serve as a model to other districts where they can analyze our success, productivity, cost savings in deciding if it is a solution for their districts. Teachers in other districts can take advantage of Google Educator Certificates and the creative way we use APPS on our School Google Private Channel and in Google Educator Communities. Other districts can analyze the results we've had with vendors such as NWEA MAP and Odysseyware when purchasing assessment products and additional curriculum options. Our entire School Business Partnership, including our Summit, can be replicated across school districts. Our Summit will provide a platform where students and teachers can connect with business professionals with the goal of identifying the essential skills students need to compete in a global market place. This list of skills will be published on our school website and reinforced in the classroom. Other schools will be able to see the results of our vendor partnerships (NWEA MAP and Odysseyware) on student achievement for implementation in their districts.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

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